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COGNITIVE REFLECTION TEST - NEXT GENERATION

Abstract:

Purpose - The aim of this paper is to investigate the correlation between the short Cognitive Reflection Test and the long Cognitive Reflection Test (CRT), the gender effect and the educational level effect on short CRT and long CRT, as well as the Granger causality between the two ones.

Design / Methodology / Approach - A statistical analyze was provided and econometric measures and tests were used, in EViews and SPSS, like the Pearson Correlation Coefficient and the Granger Causality. A critical assessment of literature review was made. For collecting the data, quantitative methods were used (questionnaires).

Findings - There is a significant, strong and positive correlation between the short Cognitive Reflection Test version (short CRT) and the long version (long CRT), long CRT Granger causes short CRT, girls outperformed boys on each educational level.

Practical implications - Long CRT could be an alternative for short CRT, which is now overexposed and widely known.

Originality / Value - Once thinking system 2 is triggered by completing another questionnaire, the results on CRT in either version increased, even if the nature of the other questionnaire is completely different.

Limitations - The other questionnaire was administrated only for high school students. Future research should be conducted in order to trig the thinking system 2 before administrating the test for secondary school and university students too.

Keywords:

short Cognitive Reflection Test, long Cognitive Reflection Test, thinking system 2

JEL Classification: I21, C02